



REVIEW CHAPTER

4

ASSESSMENT

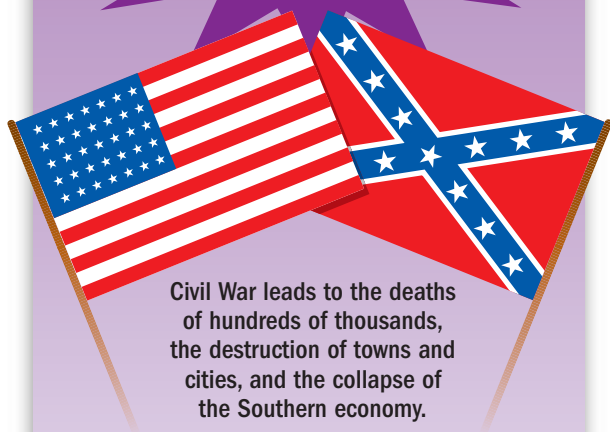
VISUAL SUMMARY

THE UNION IN PERIL

1840s AND 1850s

Tensions between Northern and Southern states intensify over the issues of slavery and Congressional representation. Violence erupts in new territories and states.

1861-1865 CIVIL WAR



Civil War leads to the deaths of hundreds of thousands, the destruction of towns and cities, and the collapse of the Southern economy.

1865-1877

During Reconstruction, the victorious North forces Southern states back into the Union. Congress attempts to rebuild the South and extend civil rights to African Americans. However, Southern Democrats regain control in the South and bring about an end to Reconstruction.

TERMS & NAMES

For each term or name below, write a sentence explaining its significance to the Civil War and Reconstruction.

1. Underground Railroad
2. Harriet Beecher Stowe
3. Dred Scott
4. Bull Run
5. Emancipation Proclamation
6. Clara Barton
7. Gettysburg
8. William Tecumseh Sherman
9. Fifteenth Amendment
10. Ku Klux Klan

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Divisive Politics of Slavery (pages 156-165)

1. What was the Compromise of 1850?
2. Who supported the Republican Party that was formed in 1854?

The Civil War Begins (pages 168-174)

3. What were the military strategies of the North and the South at the onset of the Civil War?
4. What role did African Americans and women play in the Civil War?

The North Takes Charge (pages 175-183)

5. Which Northern tactic helped destroy morale in the South after the defeats at Gettysburg and Vicksburg?
6. What effect did the war have on the economies of the North and the South?

Reconstruction and Its Effects (pages 184-189)

7. Why did the Radicals want to impeach Andrew Johnson?
8. In what ways did emancipated slaves exercise their freedom?
9. How did Southern whites regain political power during Reconstruction?

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, list the results and the significance of the national elections of 1856, 1860, 1866, 1868, and 1876.

Election Year	Results	Significance
1856		
1860		
1866		
1868		
1876		

2. **DEVELOPING HISTORICAL PERSPECTIVE** How close did African Americans come to gaining full civil rights during Reconstruction? Explain your answer.
3. **INTERPRETING MAPS** Look at the maps on pages 170-171. What was the most important river in the Union's tactic of splitting the Confederacy in two? What city became essential to this goal after the fall of New Orleans?



Standardized Test Practice

Use the information in the passage and your knowledge of U.S. history to answer questions 1 and 2.

“In these days men have learned the art of sinning expertly and genteelly, so as not to shock the eyes and senses of respectable society. Human property is high in the market; and is, therefore, well fed, well cleaned, tended, and looked after, that it may come to sale sleek, and strong, and shining.”

—Harriet Beecher Stowe, *Uncle Tom's Cabin*

1. In the mid-19th century, Harriet Beecher Stowe was a leader in the struggle for —
 - A abolition.
 - B women's rights.
 - C better working conditions.
 - D tax-supported public schools.
2. *Uncle Tom's Cabin* was written in response to —
 - F the raid on Harpers Ferry.
 - G the Lincoln-Douglas debates.
 - H the Fugitive Slave Act.
 - J the *Dred Scott* decision.
3. Grant's siege of Vicksburg was part of the Union's strategy to —
 - A destroy Southern morale.
 - B blockade Southern ports.
 - C split the Confederacy in two.
 - D capture the Confederate capital.
4. In the Reconstruction Act of 1867, Congress set requirements for readmission of former Confederate states into the Union. Which of the following problems did the act address?
 - F Southern states did not allow African Americans to vote.
 - G Southern states had little money to pay for public works projects.
 - H Former slaves needed education.
 - J Confederate bonds and money were worthless.

ADDITIONAL TEST PRACTICE, pages S1–S33.



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ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 155:

How can the Union be saved?

Suppose you are a British tourist traveling through the United States in 1860. Write a letter to your friends at home describing the political climate in America. Give your opinion about the possibility of saving the Union.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* videos “War Outside My Window” and “Teacher of a Freed People.” Discuss the following questions in a group; then do the activity.

- What is your overall impression of Mary Chesnut?
- What, if anything, surprised you about her diary entries?
- Which experiences in Fitzgerald's life helped foster his passion for learning and teaching?
- How did Fitzgerald respond to the difficulties he faced?

Cooperative Learning Activity Imagine that Mary Chesnut and Robert Fitzgerald met to discuss their beliefs. As a group, write a dialogue that might have taken place between the two. Take turns role-playing the pair to establish their personalities and clarify their ideas.